Cultural Responsiveness

Indiana Civil Rights Commission
Education Steering Committee
April 24, 2007
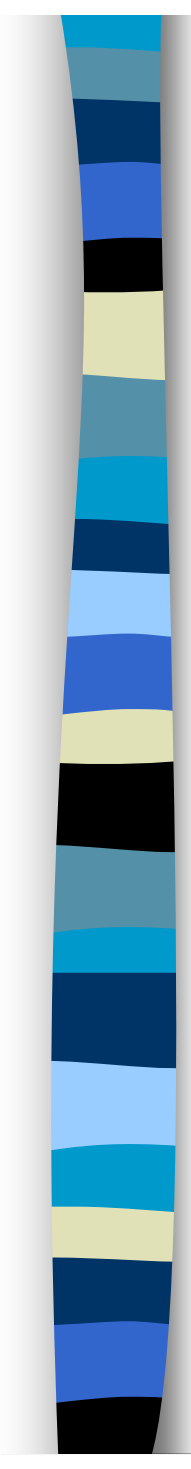
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Culture

"…a way of life, especially as it is related to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms and values, communications (language), patterns, traits, etiquette, spirituality, concepts of health and healing, superstitions, and institutions of a racial, ethnic, religious, or social group. Culture is the lens through which we look at the world. It is the context within which we operate and make sense of the world and its influences on how we process learning, solve problems, and teach" (Edwards, Ellis, K O Saifar, & Stuczynski, 2004).

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Cultural Competence

The ability to work effectively across cultures; it is a set of congruent behaviors, attitudes and policies that come together in a system. Cultural competence means understanding one's own identity and values, and how these influence one's perceptions. Cultural competence requires knowledge, skills, experience and the ability to transform these into practices which result in improved services. In the case of education, the outcome is equity in access and opportunity for all students.

IC 20-31-6 Chapter 6.
Cultural Competency in Educational Environments

- IC 20-31-6 Chapter 6. Cultural Competency in Educational Environments IC 20-31-6-1 Cultural competency materials Sec. 1. The department shall develop and make available to school corporations and nonpublic schools materials that assist teachers, administrators, and staff in a school in developing cultural competency for use in providing professional and staff development programs. As added by P.L.1-2005, SEC.15. Amended by P.L.246-2005, SEC.175. IC 20-31-6-2 Cultural competency component of school plan

- Sec. 2. (a) In developing a school's plan, the committee shall consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. (b) The committee shall: (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population; (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and (3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (c) The committee shall update annually the information identified under subsection (b)(1). As added by P.L.1-2005, SEC.15.

Cultural Competence Continuum
(James A. Banks, 2004)

Cultural Competence Continuum

- **ADVANCED CULTURAL COMPETENCE**
  Holds culture in high esteem. Ongoing individual & institutional change to address equity based on informed decision making

- **BASIC CULTURAL COMPETENCE**
  Accepts & respects differences, recognizes need for systemic change

- **EMERGING CULTURAL COMPETENCE**
  Recognizes diversity & inequity and attempts some improvements

- **CULTURAL BLINDNESS**
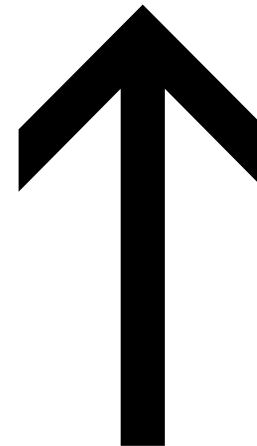 *Expresses a philosophy of being non-biased*
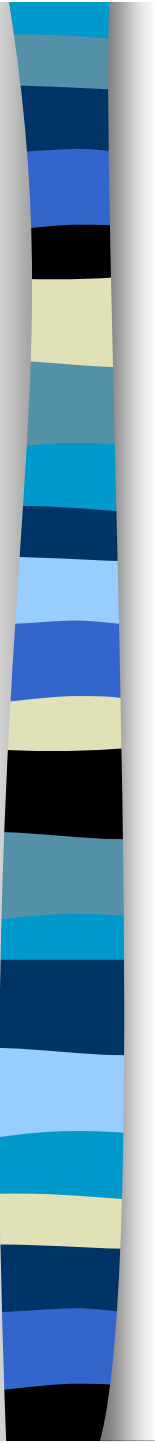
- **CULTURAL INCAPACITY**
  Not intentional but maintains the status quo

- **CULTURAL DESTRUCTIVENESS**
  Intentionally maintains inequity

Highest Degree Of Cultural Responsiveness

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■ Gaining cultural competence is a developmental process which begins with the awareness of one's own culture, gaining knowledge of other cultures and understanding the way different values intersect. As we move along the continuum of cultural competence and gain proficiency we deepen our understanding of inequity and our ability to help create equity.

(Shana Ritter, I.U. CEEP, 2007)

Culturally responsive teachers:

- Are socio-culturally conscious
- Have affirming views of students from diverse backgrounds
- See themselves as responsible for and capable of bringing about change to make schools more equitable
- Understand how learners construct knowledge and are capable of promoting knowledge construction
- Know about the lives of their students and
- Design instruction that builds on what their students already know while stretching them beyond the familiar.

(Villegas & Lucas, 2002)

Five Standards of Effective Pedagogy
based on decades of research across cultural and socioeconomic contexts (Doherty, Hilberg, Pinal, & Tharp, 2003)

1. Teachers and students working together
2. Developing language and literacy skills across the curriculum
3. Connecting lessons to students' lives
4. Engaging students in challenging lessons
5. Emphasizing dialogue over lectures

Seven Common Characteristics
of Culturally Responsive Practices
that Educators are using for their Students to be successful:
(NWREL, 2005)

1. A climate of caring, respect, and the valuing of students' cultures is fostered in the school and classroom.

(Cooper, 2002; Gay, 2000; Ginsberg & Wlodkowski, 2000; Ladson-Billings, 1994; Sheets, 1995; Tharp, 1982; Waxman & Tellez, 2002).

Culturally Responsive Practices...

2. Bridges are built between academic learning and students' prior understanding, knowledge, native language, and values.

(Conrad, Gong, Sipp, & Wright, 2004; Doherty, et al., 2003; Ginsberg & Wlodkowski, 2000; Ladson-Billings, 1994; Powers, Potthoff, Bearinger, & Resnick, 2003; Waxman & Tellez, 2002)

Culturally Responsive Practices...

3. Educators learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.

(Apthorp, D'Amato, & Richardson, 2003; Lee, 2003; Lipka, 2002)

Culturally Responsive Practices…

4. Local knowledge, language, and culture are fully integrated into the curriculum, not added on to it.

   (Demmert, 2001; Hollins, 1996)

Culturally Responsive Practices…

5. Staff members hold students to high standards and have high expectations for all students.

(Cooper, 2002; Hill, Kawagley, & Barnhardt, 2003; Sheets, 1995; Waxman & Tellez, 2002).

Culturally Responsive Practices…

6. Effective classroom practices are challenging, cooperative, and hands-on, with less emphasis on rote memorization and lecture formats.

(Hill, Kawagley, & Barnhardt, 2003; Ladson-Billings, 1994; St. Charles & Costantino, 2000).

Culturally Responsive Practices…

7. School staff build trust and partnerships with families, especially with families marginalized by schools in the past.

(Bryk & Schneider, 2002; Cooper, 2002; Demmert, 2001; Henderson & Mapp, 2002; Sosa, 1997; Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001; Young, 1998).

Culturally Responsive Classroom Management

Prerequisites:

- Recognize that we are all cultural beings, with our own beliefs, biases, and assumptions about human behavior.

1. Acknowledge the cultural, racial, ethnic, and class differences that exist among people.

2. Understand the ways that schools reflect and perpetuate discriminatory practices of the larger society.

■Culturally Responsive Management Practices
Five perspectives

■ (Weinstein, Tomlinson-Clarke, Curran, 2004 & S. Washburn, 2007)

1. Recognition of One's Own Ethnocentrism and Biases:

Cultural encapsulation (Banks, 1994)

White privilege (McIntosh, 1988)

Cultural norms are not value neutral, yet European, middle class structures and programs of schools are accepted as normal and right.

(Weinstein, Tomlinson-Clark, Curran, 2004)

2. Knowledge of Students' Cultural Backgrounds:

- Teachers must have knowledge of students' cultural backgrounds to develop skills for cross-cultural interaction (Sheets and Gay, 1996).

- Cultural characteristics are influenced by variables such as gender, education, social class, and degrees of cultural affiliation (Gay, 2000; Scholl, 2001; Hall, 1989).

- Racial and cultural identity development is an ongoing, lifelong process.

3. Ability and Willingness to Use Culturally Appropriate Management Strategies:

Behavioral expectations and therefore most judgments regarding violations and notions of deviance are culturally bound, as are responses to behaviors that meet or do not meet the expectations. (S. Washburn, 2007)

4. Looking Purposefully for Instances of Overrepresentation:

- Disaggregate data
- Ask questions
- Examine data for over and under representation of ethnic groups, gender groups, Special education groups
- Leadership teams make decisions concerning need for environmental and systems change, behavior supports and interventions
- Leadership teams, faculty and staff actively address problems of over-representation of culturally and linguistically diverse students

5. Commitment to Building Caring Classroom Communities:

- Both the adult and the student agree to cooperate
- Level of trust is built between teacher and student
- Discipline and reinforcement administered equitably and consistently

Caring Classroom Communities…

- Culturally responsive discipline

- Nurturing relationships

- Cooperation, collaboration, and reciprocity

(Sheets and Gay, 1996)

Caring Classroom Communities…

- Examples include the following:
    - ❖ Greet the student at the door with a smile and welcoming comment
    - ❖ Express admiration for a student's bilingual ability
    - ❖ Comment enthusiastically about the number of different languages represented in class
    - ❖ Build community each day with a morning meeting (Kriete, 1999)
    - ❖ Hurtful comments and slurs within classroom speech are absolutely unacceptable

    (Battistich, Watson, Solomon, Lewis, & Schaps, 1999)

Strategies for Enacting Culturally Responsive Classroom Management:

1. Organize the physical environment
2. Establish expectations for behavior
3. Communicate with all students consistently
4. Creating caring, inclusive classrooms
5. Work with families
6. Deal with problem behaviors

   a. Teachers reflect on the kinds of behaviors they judge to be problematic and consider how these are related to race and ethnicity

   b. Teachers examine the ways that race and ethnicity influence the use of disciplinary consequences

A Final Thought from two members of the ICRC Education Steering Committee

A culturally responsive perspective challenges the traditional assumption that, because an intervention works for many or even most students, it works for all students. Culturally responsive practice means engaging in proactive, ongoing, and conscious efforts to ensure that all students benefit from our educational interventions, regardless of their background or entry-level skills. (Skiba, Ritter, 2007)

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